

Comprehension Plan for Professional and Technical Assistance

Prerequisites for program success and expansion include:

- * A 8-session 32-hour follow-up workshop for P.T.C. Mentors. After-school Supplemental Services will begin the second week in October for new students and November for already enrolled students.
- * A 10-session 40-hour workshop emphasizing positive parental involvement and After-school Mentorship training
- * A 10-day teacher work session inservice. This monthly inservice will focus on teachers shifting their paradigms and movement toward definitive academic goals for all students.
- * A year long bi-weekly student mentoring program to improve student academic, attitudes, and behavior for students in the Southwest Michigan "Schools of Choice" zones.

Rubric Element 3.

Program Effectiveness

10 points

The following is evidence of PTC's effective and Best Practice track record.

External research and evaluation conducted by School Psychologist Conni Wittorp indicated that "after nine weeks of The PTC Program treatment":

- "Every student enrolled in the PTC Mentorship program showed improvement"
- "All but one student were reading at or above 90% and showing comprehension at or above the 90% level. Prior to the PTC treatment each student read below 21 words per minute. Research indicates that reading needs to be at the student's instructional level, that is reading at least 40 to 60 words per minute with 90% accuracy".
- "The one student that was below 90% did increase his comprehension by 22% to the 84% level".

"General observation: during the Curriculum Based Measurement Reading (CBM) post test, students wanted to go for testing and wanted to read more. They appeared more motivated and self confident than noted during the pre-testing".

- "The quality training for parents and mentors resulted in intervention for the at risk students and social-emotional students. The steady bi-weekly support was essential for these students".

By Conni Wittorp, Berrien County Intermediate School District School Psychologist

External research and evaluation conducted by statistician, Dr. Jimmy Kijai, Professor at Andrews University. His study reports:

- PTC's objective was to improve parent involvement by 70 percent. With over 90 percent of the PTC trained parents moving from being uninvolved to either being minimally involved or committedly involved, clearly, PTC met its objective.

- Study indicated a marked improvement in cross-cultural and ethnic relations among Parents, Teachers, Mentors and students affected by the training and services from PTC. Pre- and Post-seating selection during training, parents from different ethnicities selecting adults outside of their ethnicity to provide supplemental services for their child, and an increased relaxation between teachers and parents were significant indicators over the 8 months of services.
- PTC training increased parents' awareness and understanding of their responsibilities in the education of their children.
- Teacher ratings of the Mentoring Program were very positive because teachers thought students learned a lot more from qualified community adults. They also thought the PTC training, indeed, increased parental-involvement.
- Parents felt better about teachers as a result of increased interaction.
- Students in grades 1-4 did better than the norm in reading.
- Students in general indicated that they needed their Mentors because it helped them learn more in all subjects.

By Jimmy Kijai, Ph.D; Statistician, Professor; Andrews University

High Quality/Research-Based Instruction Includes:

- PTC Programs embrace the principles from the US Department of Education's Partnership for Reading, Building Community Partnerships for Learning, and Partners for Family Involvement as a viable monitoring resource tool. **Board of Education's Strategic Initiative: All**
- Mentors are trained to implement: phoneme awareness, phonics, vocabulary, fluency, and comprehension during each supplemental reading session. Early Literacy Tutoring: Inspirations from Reading Recovery are the books and supplies used to express the activity.
Board of Education's Strategic Initiative: All
- Curriculum Based Measurement: **Board of Education's Strategic Initiative: All**
 - a. A standardized and Specific Measurement Procedure to quantify student performance in reading
 - b. CBM measures outcomes of an intervention
 - c. CBM uses material from the curriculum. Therefore, students are reading out of material from which they are working in. An appropriate method of assessing students across grade levels and cognitive levels.
 - d. CBM is sensitive to growth over a short period of time.
 - e. Results correlate highly with norm referenced tests.
- The Best Practices of the PTC Model are Innovative: Providing affective teaching and learning experiences for students through exposure and use of inherent gifts and abilities as the primary tool for education. **Board of Education's Strategic Initiative: All**
- The Best Practices of the PTC Model make a Difference: Utilizing positive adults (parent, teachers, mentors and university interns) to implement affective principles to assist students in educational advancements. **Board of Education's Strategic Initiative: All**

PTC Cites

1992/93 to present

COLOMA COMMUNITY SCHOOLS, Coloma, Michigan

PTC Supplemental Services: Parent-Involvement, Student Mentoring, Choose Program, PTC Conflict Reduction Series, PTC Affective Instructional Model for Professional and Technical Assistance.

- 1997 to 2002 **FAIR PLAIN WEST ELEMENTARY SCHOOL, Benton Harbor Michigan**
PTC Supplemental Services: MEAP Proficiency Made Easy, PTC
Affective Instructional Services for Teachers and Technical Assistance
- 1997 to 2002 **BOYNTON MONTESSORI ELEMENTARY SCHOOL, Benton Harbor Michigan**
PTC Supplemental Services: MEAP Proficiency Made Easy, PTC
Affective Instructional Services for Teachers and Technical Assistance.
- 1997 to 1999 **SORTER ELEMENTARY SCHOOL, Benton Harbor Michigan**
Director of Parent-Involvement and Student Programming, PTC
Affective Instructional Services for Teachers and Technical Assistance
- 1999 **FAIR PLAIN NW ELEMENTARY SCHOOL, Benton Harbor Michigan**
PTC Supplemental Services: MEAP Proficiency Made Easy
- 1999 **CREATIVE ARTS ACADEMY, Benton Harbor Michigan**
PTC Affective Instructional Services for Teachers and Technical Assistance
- 1999 **GIFTED & TALENTED ACADEMY/ Benton Harbor Michigan**
PTC Affective Instructional Services for Teachers and Technical Assistance
- 2000 to 2002 **BENTON HARBOR HIGH SCHOOL, Benton Harbor Michigan**
PTC Supplemental Services: PTC Choose Program, PTC Parent-
Involvement Training, Affective Instruction Services for Teachers and Technical
Assistance; PTC SALA Academy and PTC Ascend: to Elevate Educational
Leadership. 9th -12th graders
- 1998 to 2002 **BENTON HARBOR HIGH SCHOOL TECHNICAL/VOCATIONAL CENTER, Benton Harbor
Michigan**
PTC Supplemental Services: PTC Reduction of Conflict Series 10th & 11th
graders, PTC Affective Instruction Services for Teachers and Technical
Assistance.
- 2002-2003 **BERRIEN SPRINGS HIGH SCHOOL, Berrien Springs, Michigan**
TeenAge Pregnancy Prevention Program (Berrien County's TP3): Sister's-A
Whole-Life Organization toward the Advancement of Young Ladies

Awards and Acknowledgments

The Programs of PTC received the 1997 YWCA Professions Award, the 1998 St. Joseph Chapter-Rotary International Fellowship to Improve the Quality of Life, the 1999 National Committee for School Desegregation Award for Improved Parent Involvement and Cross-ethnic Awareness, the 2000-2001 Stop the Violence Coalition of Berrien County Award for the Improvement of Student Behavior, and in 2002 the Academic Excellence Award for Student Achievement.